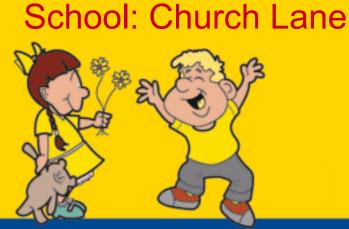


Comparing Countries (Y5T6)

Wow Starter: Google earth, browsing the streets of Rome and London.

Final Event: Legoland trip to experience famous landmarks



Teacher: Edix

UNDERSTANDING THE WORLD

Working scientifically UKS2

sc83 using test results to make predictions to set up further comparative and fair tests sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other

· sc93 demonstrate that dissolving, mixing and changes of state are reversible changes • sc94 explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on

Properties and changes of materials UKS2

MATHEMATICS AND COMPUTING

Number - number and place value UKS2

• m158 read, write, order and compare numbers to at least 1 000 000 and determine the value of each

· m159 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 m160 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero m161 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • m162 solve number problems and practical problems that involve all of the above · m163 read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Number - addition and subtraction UKS2 • m164 add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • m165 add and subtract numbers mentally with increasingly large numbers

m166 use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy m167 solve addition and subtraction multi-step problems in contexts, deciding which operations and

Number - multiplication and division UKS2

methods to use and why.

· m168 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

· m169 know and use the vocabulary of prime numbers, prime factors and composite (non-prime)

• m170 establish whether a number up to 100 is prime and recall prime numbers up to 19 · m171 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers · m172 multiply and divide numbers mentally drawing upon known facts

· m173 divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

· m174 multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 · m175 recognise and use square numbers and cube numbers, and the notation for squared (2) and

· m176 solve problems involving multiplication and division including using their knowledge of factors

and multiples, squares and cubes · m177 solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the

· m178 solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

• pe16 I can show you my record of sporting

meaning of the equals sign

his term, year 5 will be completing several experiments, looking at the changes in materials. This will link with our English book study, which is Harry Potter and the Philosopher's stone. We will be entering potion classes looking at how liquids can be mixed to change colour, temperature or density.

We are studying Harry Potter and the Philosopher's stone in term 6. We will be reading the entire book, completing work throughout. We will use each chapter to assist the children with their reading comprehension. Lastly, we will use the words, knowledge and understanding to write a fictional story about wizards as well as a non-fiction play script.

We will be revisiting a variety of Mathematical units this term. Initially we will look at Place Value before moving on to Addition and subtraction. After that we will be reviewing our knowledge on Multiplication and Division. Throughout this term, we will be using a Teaching for Mastery approach to look at these areas in a more

Comparing Countries (Y5T6)

We are going to use LEGO and K-Nex to build a famous landmark from either Rome or London. Children will initially choose which landmark they wish to build before sketching, designing, measuring and eventually building the landmark.

The children will then assess and evaluate their own piece then evaluating other pieces.

Miss Melloy will again be in class teaching the children French. She will use our Salut programme to inspire the pupils to speak in fluent and understandable sentences, have conversations with each other and express themselves using tone in another language and accent.

In PE this term the children will be learning through Athletics and

games.
In Athletics the children will be developing drive and speed, working partner and small groups to count, measure, time and give peer Changing direction at speed, working competitively to beat your own. In games the children will be developing their skills in Cricket, with

Cricket coach. Looking at batting, bowling and fielding skills, as well

developing their understanding of the game and rules.

E with Mrs Smith

will be on Monday

and Thursday. On a

Thursday Year 5 will

have the benefit of

having a qualified

cricket coach

coaching them abou

the game of cricke

Please bring appropriate clothin for the weather.

An important term in terms of PSHE; this term children will be learning about the body in a more in-depth way. Boys and Girls will be separated for a short while to speak with their same gender adult's about the specific changes their body will go through in the near future - they will then reassemble to discuss all other gender neutral information about the body. If you have any enquiries about this or concerns, please do not hesitate to contact

PHYSICAL EDUCATION

athletic activities

pell.1 I can explain how developing my skills separately has improved my performance in team

and invasion games pe13 I can identify the techniques I need to practice to improve my strength and performance in

performances • pe16.1 I can show you how I have improved in different activities over time pe12 I can play competitive net, striking, fielding • pe16.2 I can tell you my personal best in a particular activity and my aspirations for the future

LITERACY

Reading - comprehension UKS2

• e203 reading books that are structured in different ways and reading for a range of purposes • e205 recommending books that they have read to their peers, giving reasons for their choices

• e207 making comparisons within and across books · e211 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

• e212 asking questions to improve their understanding

· e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

· e218 distinguish between statements of fact and

Writing - transcription - Spelling UKS2 · e223 use further prefixes and suffixes and understand the guidance for adding them

• e224 spell some words with 'silent' letters [for example, knight, psalm, solemn]

• e225 continue to distinguish between homophones and other words which are often confused

 e226 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

• e227 use dictionaries to check the spelling and

· e228 use the first three or four letters of a word to check spelling, meaning or both of these in a

· e229 use a thesaurus.

Writing - handwriting and presentation UKS2 • e230 write legibly, fluently and with increasing

• e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

• e232 choosing the writing implement that is best suited for a task.

Writing - composition UKS2

• e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

• e239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Writing - vocabulary, grammar and punctuation

· e254 using expanded noun phrases to convey complicated information concisely • e255 using modal verbs or adverbs to indicate

degrees of possibility

· e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • e257 learning the grammar for years 5 and 6 in

English Appendix 2 • e260 using hyphens to avoid ambiguity

• e261 using brackets, dashes or commas to indicate

• e262 using semi-colons, colons or dashes to mark boundaries between independent clauses

EXPRESSIVE ARTS AND DESIGN

Design UKS2

· dt57 I can communicate my ideas through annotated sketches

· dt59 I can make a model of my design dt61 I can use a computer design program

Make UKS2

· dt64 I can join, assemble and combine components with precision

Evaluate UKS2

· dt69 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons

• dt71 I know about some significant developments in technology that have helped to shape the world

COMMUNICATION AND LANGUAGE

• fl1 I can understand what is being said to me and respond correctly

· fl3.2 I can ask for clarification of information or for help

• fl4 I can speak in grammatically correct sentences • fl6 I can communicate and be understood in different situations

· sl32 speak audibly and fluently with an increasing command of Standard English · sl33 participate in discussions, presentations,

performances, role play, improvisations and debates · s134 gain, maintain and monitor the interest of the

PSED & RELIGIOUS EDUCATION

PSED Developing a healthy, safer lifestyle UKS2

• ph19 Understand how the body changes during



Comparing Countries (Y5T6) - Stage Coverage		
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	
 Working scientifically UKS2 sc83 using test results to make predictions to set up further comparative and fair tests sc84 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	Number - number and place value UKS2 • m158 read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • m159 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • m160 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • m161 round any number up to 1 000 000 to the	• pe11.1 in combine pe12 pe13 deand balance ones.
Properties and changes of materials UKS2 • sc93 demonstrate that dissolving, mixing and changes of state are reversible changes • sc94 explain that some changes result in the formation of new materials, and that this kind of	nearest 10, 100, 1000, 10 000 and 100 000 • m162 solve number problems and practical problems that involve all of the above • m163 read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	• pe16.1 • pe16.2

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• m176 solve problems involving multiplication and division including using their knowledge of factors

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meaning of the equals sign

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• m177 solve problems involving addition,

subtraction, multiplication and division and a

• m170 establish whether a number up to 100 is

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factors of two numbers

upon known facts

context

change is not usually reversible, including changes associated with burning and the action of acid on

bicarbonate of soda.

PHYSICAL EDUCATION .1 use running, jumping, throwing and catching play competitive games, modified where develop flexibility, strength, technique, control alance, for example through athletics compare their performances with previous **5.1** demonstrate improvement **5.2** demonstrate their personal best. • m164 add and subtract whole numbers with more than 4 digits, including using formal written methods m165 add and subtract numbers mentally with calculations and determine, in the context of a m167 solve addition and subtraction multi-step

EXPRESSIVE ARTS AND DESIGN Design UKS2 dt57 generate, develop, model and communicate their ideas through discussion and annotated sketches dt59 generate, develop, model and communicate their ideas through prototypes • dt61 generate, develop, model and communicate their ideas through computer-aided design Make UKS2 • dt64 use a wider range of tools and equipment to perform practical tasks, such as joining accurately **Evaluate UKS2** dt69 analyse a range of existing products dt71 understand how key events in design and opinion technology have helped shape the world dictionary

COMMUNICATION AND LANGUAGE LITERACY Reading - comprehension UKS2 • fl1 listen attentively to spoken language and show • e203 reading books that are structured in different ways and reading for a range of purposes understanding by joining in and responding • e205 recommending books that they have read to • fl3.2 engage in conversations and seek clarification their peers, giving reasons for their choices e207 making comparisons within and across books • fl4 peak in sentences, using familiar vocabulary, e211 checking that the book makes sense to them, phrases and basic language structures • fl6 present ideas and information orally to a range discussing their understanding and exploring the meaning of words in context of audiences • sl32 speak audibly and fluently with an increasing e212 asking questions to improve their command of Standard English understanding • e215 summarising the main ideas drawn from more • sl33 participate in discussions, presentations, performances, role play, improvisations and debates than one paragraph, identifying key details that support the main ideas • sl34 gain, maintain and monitor the interest of the · e218 distinguish between statements of fact and listener(s) Writing - transcription - Spelling UKS2 • e223 use further prefixes and suffixes and understand the guidance for adding them • e224 spell some words with 'silent' letters [for example, knight, psalm, solemn] • e225 continue to distinguish between homophones and other words which are often confused e226 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in **English Appendix 1** • e227 use dictionaries to check the spelling and meaning of words • e228 use the first three or four letters of a word to check spelling, meaning or both of these in a • e229 use a thesaurus. Writing - handwriting and presentation UKS2 • e230 write legibly, fluently and with increasing • e231 choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • e232 choosing the writing implement that is best suited for a task. Writing - composition UKS2 e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • e239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey Writing - vocabulary, grammar and punctuation • e254 using expanded noun phrases to convey complicated information concisely • e255 using modal verbs or adverbs to indicate degrees of possibility • e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • e257 learning the grammar for years 5 and 6 in English Appendix 2 • e260 using hyphens to avoid ambiguity • e261 using brackets, dashes or commas to indicate • e262 using semi-colons, colons or dashes to mark boundaries between independent clauses

PSED & RELIGIOUS EDUCATION

PSED Developing a healthy, safer lifestyle UKS2 ph19 Understand how the body changes during puberty.

